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ABSTRACT

Initiated in December of 1974, the Choctaw Agency Schools' Career Education Program was evaluated via personal interviews and opinionnaires distributed to students, parents, and teachers. The safety education program was also evaluated. The sample of 114 students derived from Choctaw Agency School System (5th, 7th, and 9th grades) responded as follows: (1) 87 percent knew of Career Education teacher; (2) 77 percent had understood their Career Education teachers; (3) 40 percent had talked to their parents about career interests, while 40 percent said they would talk to their parents; (4) more desired to attend college than desired to attend vocational school; (5) 35 percent and 23 percent attributed the decision to pursue a particular career to the advice of teachers and parents respectively; and (6) 79 percent were either undecided or didn't know what profession to pursue. The teacher survey indicated: (1) materials were available; (2) more resource people could be used; (3) the program was judged moderately effective. The three parents surveyed indicated limited knowledge of the program. It was recommended that: (1) more resource people be used; (2) more field trips be employed; (3) there be more parent involvement; (4) a curriculum specialist be used to coordinate the regular academic program with that of career education; (5) a pre- and post-testing program be instituted to evaluate student learning. (JC)

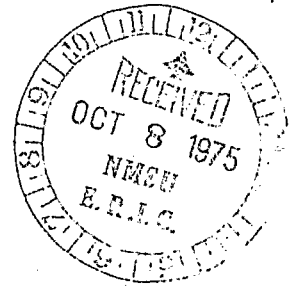
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EVALUATION REPORT
OF
CAREER EDUCATION
AND
SAFETY EDUCATION
CHOCTAW AGENCY SCHOOL SYSTEM
PHILADELPHIA, MISSISSIPPI



MAY 1975

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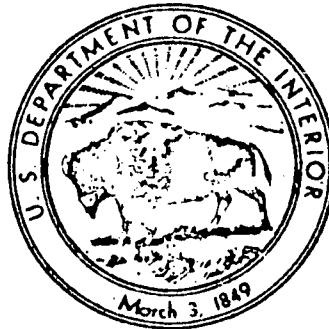
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Summary

It was found among the outlying schools that majority of the teachers thought that materials on Career Education had been disseminated and made available to them, however, they felt a closer follow-up on orienting them to the use of the material and certain amount of in-service training would certainly be appropriate and would be welcomed by all teachers. Principals of the outlying schools felt that a closer monitoring of the total career-education program seemed needed and a closer working relationship with the classroom teacher by the Career Education personnel. It was generally agreed, just as the study by Barbara Spencer suggested, that very few Choctaw young people were receiving occupational advice from professional or model type of adults. The Spencer study also found that occupational role models were so few that young people were virtually without directions as to what type of career they could actually aspire to pursue. It appears that it would be meaningful and practical at this point to discuss just how can this program be made more effective for the students in the Choctaw Agency School System.

The Spencer Study pointed out that the Choctaw young people were also disadvantaged, if it may be called that, in the exposure, of variety of occupations or skills being performed by daily wage earning skilled and professional workers. Obviously, this limitation placed upon these young people cannot be replaced. However, the Career Education personnel, Marge Austin and Ron Crawford have done the best possible job that can be done through provision of materials, audio visual, film strip, slides, resource persons, and etc. Vicarious experience can only account for a small portion of a student's daily learning experience in school. A limited number of resource persons have been brought to the classrooms to talk to students and this has been lauded by many as being very effective means of getting the message across to students. An example; a beauty salon operator visited the school and demonstrated the variety of hairstyling techniques which both boys and girls enjoyed immensely in participating as patrons in the actual demonstration, however, a demonstration of this type would appear to have much more impact if the students were given the opportunity to actually perform the task themselves. These types of efforts on the part of the Career Educational staff and the resource persons in the community appear to be what is needed to intensify and expand it to the outlying schools. In spite of the fact that many occupations that have emerged in the heavily populated and industrial areas in the country, and the fact that it is generally agreed that one cannot train another person for jobs that are non-existent in the immediate vicinity. However, the method of introducing the names or titles of occupations and some description about them does provide the learner information of the variety of careers in existence.

The Career Education personnel felt the program's late start in the year actually hindered the progress of the total program throughout the school year. The program was initiated in December of 1974 while the regular school program was in progress. First, a Career Education teacher was hired and later, a Director of the program was hired. All persons interviewed felt that beginning the program in the middle of the school year was a disadvantage to the program, to the teachers, and administrators alike.

INTRODUCTION

A sample of 114 Choctaw students in grades fifth through the ninth grades were used as a sample population and were asked a total of nine questions to elicit their knowledge and opinions about the Choctaw Career Education Program. Grades above the ninth grade were in a Career Education Program sponsored by the Choctaw Tribe and this particular evaluation did not encompass those grades. The Choctaw Central High School administrators and particularly the Career Education personnel expressed a desire to have an outside agency evaluate their program. The total evaluation activity was conducted to provide information that would be useful in the operation of the Career Education Program for the school year 1975-76.

A serious attempt was made to do a thorough job of providing an opportunity to those who were either implementing the program or those who were being affected by the program to express their opinion. Fiscal records were reviewed, administrative structures were examined and people connected with the program were interviewed.

The evaluation was completed in four days on site. The cooperation and assistance of the following persons made the total activity an enjoyable

one:

- Mr. Jimmy Gibson, Agency Education Program Administrator
- Mr. Ron Crawford, Director, Career Education Program
- Ms. Marge Austin, Career Education Teacher
- Mr. J. Romily Enochs, Principal, Middle School
- Principals at each outlying school
- Teachers of those children who were administered questionnaires

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On Site Visits

to

Standing Pine Elementary School
Tucker Elementary School
Red Water Elementary School
Bogue Chitto Elementary School
Conehatta Elementary School

(May 6, 7, 1975)

Standing Pine is located about four miles south of Carthage, Mississippi in Leake County. This school's enrollment is 63 students, grades K-6. Mr. Bobby Thompson is principal of the school.

In Mr. Thompson's interview today, he stated there had been communication between the Director of the Career Education programs and the teachers, as well as individuals. There was a Career Education workshop on April 10, at the Choctaw Central High School that all the teachers of the Choctaw Agency attended. James H. McMain, Director of the Vocational Education of the Mississippi State Department of Education, and four other State people had attended this workshop. The workshop was to discuss how to develop career education in grades K-12. The workshop conference was divided into three groups which were as follows: K-3, 4-6, 7-12.

The main purpose of this workshop was a training session to inform all the teachers of the Materials on Career Education and techniques that can be utilized in teaching.

The administrator of this school said that the Director of Career Education had provided a plan of operation explaining the proposed procedure in implementing Career Education in a school.

The plan of dissemination of career education materials appeared to be through notes taken home by students regarding club meetings, adult education reports, and student reports.

According to information from the administration of the school, the objectives of this project are sharply defined, clearly stated and obtainable by the students.

It was found that teachers teaching career education felt they were providing the students with information about career opportunities. The career education proposal is a comprehensive design for all students enrolled in grades K-9 in the Choctaw Agency school system. A large number of teachers are taking their students on field trips relating to career education as well as bringing in resource people to their classroom.

Teachers are able to get materials from the project director as well as from BFA, SRA, ETS, and local companies.

According to the teachers, the career education program this year has been effective in making most of the Indian students more aware of the world of work.

The principals and teachers of the outlying schools felt the career educational personnel of this project have the necessary qualifications and the experience to operate a good, sound career educational program for the Choctaw Reservation. Most of the teachers on the reservation have three semester hours of Career Education plus individual conferences with the Director of the project, and also have attended the Career Education workshop mentioned above.

The administration agrees that the project should be continued with more money for the operation so that the high school graduates will know which direction they will go or take after graduation.

STUDENT OPINIONNAIRE

Do you have a career education teacher that visits your school or your classroom?

Yes	<u>99</u>	<u>86.8%</u>
No	<u>5</u>	<u>4.4%</u>
Don't Know	<u>10</u>	<u>8.8%</u>
	114	100%

Do your teachers teach you about jobs that might be of interest to you?

Yes	<u>89</u>	<u>78.1%</u>
No	<u>21</u>	<u>18.4%</u>
Don't Know	<u>3</u>	<u>2.6%</u>
NA	<u>1</u>	<u>.9%</u>
	114	100%

Do you understand what your teacher means when she or he talks to you about career jobs?

Yes	<u>88</u>	<u>77.2%</u>
No	<u>18</u>	<u>15.8%</u>
No one at school has talked to me about jobs.	<u>8</u>	<u>7.0%</u>
	114	100%

Have you talked to your parents about the kind of job you would like to do when you finish school?

Yes	<u>45</u>	<u>29.5%</u>
No	<u>24</u>	<u>21.0%</u>
I will later	<u>45</u>	<u>39.5%</u>
	114	100%

Do you know the kind of job you would like to have after you finish school?

Yes	<u>67</u>	<u>58.8%</u>
No	<u>14</u>	<u>12.3%</u>
Undecided	<u>33</u>	<u>28.9%</u>
	144	100%

Do you plan to attend college after you finish high school?

Yes	<u>75</u>	<u>65.8%</u>
No	<u>8</u>	<u>7.0%</u>
Undecided	<u>31</u>	<u>27.2%</u>
	114	100%

Do you plan to go to vocational school after you finish high school?

Yes	<u>49</u>	<u>43%</u>
No	<u>29</u>	<u>25.4%</u>
Undecided	<u>36</u>	<u>31.6%</u>
	114	100%

Who helped you decide what kind of a job you would like to have?

Teacher	<u>35</u>	<u>30.7%</u>
Counselor	<u>10</u>	<u>8.8%</u>
Parents	<u>26</u>	<u>22.8%</u>
A Relative	<u> </u>	<u> </u>
A Friend	<u>20</u>	<u>17.5%</u>
Other	<u>23</u>	<u>28.9%</u>

TABLE I

What kind of a job would you like to have after you finish school?

	<u>First Choice</u>	<u>Second Choice</u>
Carpentary	2	3
Teacher	25	11
Office Work	7	1
Mechanic	10	3
Nurse	7	6
Truck Driver	4	4
Go to School	5	1
Military	4	3
Teacher's Aide		3
Factory	1	1
Doctor	2	3
Engineer		1
Pediatrics	2	
Lawyer		5
Bus Driver	2	1
Veteranarian	1	
Stewardess	1	1
Counselor		1
Writer	2	
Artist	1	3
Hairdresser		
Photographer		
Plumber	1	

	<u>First Choice</u>	<u>Second Choice</u>
Scientist	1	
Beadwork	1	
Park Ranger	2	
Athlete		1
Police	2	1
Electrician	1	
Workshop	1	
Don't Know	12	12
No Response	<u>17</u>	<u>49</u>
TOTAL:	114	114

TEACHER OPINIONNAIRE

Do you teach Career Education to your students?

Yes	<u>4</u>	<u>80%</u>
No	<u>1</u>	<u>20%</u>
	5	100%

Do you take your class on field trips relating to Career Education, vocational interest, or job interest experience?

Yes	<u>3</u>	<u>60%</u>
No	<u>2</u>	<u>40%</u>
	5	100%

Has the Career Education Program assisted in bringing information or resource persons to your class?

Yes	<u>5</u>	<u>100%</u>
No	<u>0</u>	<u>0</u>
	5	100%

How often does the Career Education Program assist in bringing resource people for the purpose of explaining, discussing, or to demonstrate a vocational trade?

Frequent	<u>0</u>	<u>0</u>
Occasionally	<u>1</u>	<u>20%</u>
Sometimes	<u>4</u>	<u>80%</u>
Never	<u>0</u>	<u>0</u>
	5	100%

In your opinion, has the Career Education Program been effective in the Choctaw School system?

Yes	<u>4</u>	<u>80%</u>
No	<u>0</u>	<u>0</u>
Don't Know	<u>1</u>	<u>20%</u>
	5	100%

TABLE II

Where did you get your material to teach about Career Education?

Library	<u>2</u>
Films	<u>2</u>
Books	<u>3</u>
Posters	<u>2</u>
Flash Cards	<u>2</u>
Mr. Crawford	<u>2</u>
Follow-Through	<u>2</u>
Magazines	<u>1</u>
Film Strips	<u>2</u>
Career Education Instructor	<u>1</u>
Units	<u>1</u>
All School Workshop	<u>1</u>

PARENT OPINIONNAIRE

Have your children/child discussed with you any vocational interest?

Yes	<u>1</u>	<u>33.3%</u>
No	<u>2</u>	<u>66.7%</u>
	3	100%

Is your child being taught or informed about vocation or career education at the school?

Yes	<u>2</u>	<u>66.7%</u>
No	<u>1</u>	<u>33.3%</u>
Don't Know	<u>0</u>	<u>0</u>
	3	100%

Do you know if the school is teaching your child about career education?

Yes	<u>2</u>	<u>66.7%</u>
No	<u>1</u>	<u>33.3%</u>
Don't Know	<u>0</u>	<u>0</u>
	3	100%

Has your child taken any field trips that has been career educational oriented sponsored by the school?

Yes	<u>3</u>	<u>100%</u>
No	<u>0</u>	<u>0</u>
Don't Know	<u>0</u>	<u>0</u>
	3	100%

Do you know about the Career Educational Program at the school where your child attends?

Yes	<u>0</u>	<u>0</u>
No	<u>3</u>	<u>100%</u>
	3	100%

-13-

Have you had a conference with the school's Career Education teacher about your child's vocational interest?

Yes	<u>1</u>	<u>33.3%</u>
No	<u>2</u>	<u>66.7%</u>
	3	100%

Has your child expressed any vocational interest?

Yes	<u>2</u>	<u>66.7%</u>
No	<u>1</u>	<u>33.3%</u>
	3	100%

Do you want your child to begin taking interest in a vocational career?

Yes	<u>3</u>	<u>100%</u>
No	<u>0</u>	<u>0</u>
	3	100%

After completing high school, I want my child/children to:

Go to college	<u>3</u>	<u>100%</u>
Go to a technical school	<u>0</u>	<u>0</u>
Go to a vocational school	<u>0</u>	<u>0</u>
Go for further training someplace	<u>0</u>	<u>0</u>
Let the child/children make up their own mind.	<u>0</u>	<u>0</u>
I don't know	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
	3	100%

TABLE III

REVISED BUDGET SUMMARY

CAREER EDUCATION PROGRAM, FY 1974-75

Submitted March 28, 1975

	<u>Budgeted</u>	<u>Proposed</u>
Total Personnel	\$22,819	\$18,819
Total Travel (Observation Trips	3,500	1,000
Total Instructional Materials	16,388	22,388
Industrial Arts	7,000	7,500
Home Economics	500	500
Elementary Printed	3,600	5,100
Junior High Printed	1,288	1,288
Audio-Visual Aids & Equipment	4,000	8,000
Inservice Training	1,275	1,275
Total Evaluation & Dissemination	4,536	4,036
Other Expenses	2,000	500
Travel for Personnel	<u>-0-</u>	<u>2,500</u>
GRAND TOTAL	<u>\$50,518</u>	<u>\$50,518</u>

TABLE IV

ENROLLMENTS

January 1975

GRADE	TOTAL	BOQUE CHITTO	CHOCTAW CENTRAL	CONEHATTA	RED WATER	STANDINGPINE	TUCKER
K	78	14	28	12	11	7	6
1	74	16	24	10	12	7	5
2	96	15	33	23	4	9	12
3	89	19	28	16	12	4	10
4	119	24	38	20	19	9	9
5	120	25	41	22	9	13	9
6	117	14	49	24	16	14	10
7	89	47	(78)	27	15	K-1,2-3,4-5	
8			(85)	31	K-1		
9			(89)		2-3		
10			/62/		4-5		
11			/33/		6-7		
12			/42/				
12	1202	174	630	185	98	63	52
9	1065		(252) 7-9				
8	Exc. CC 813		/137/ 10-12				
Teachers		8	12+(7)+/12/	8	4	4	3
From Agency		15	8	35	30	35	8
		7th=4.8	6=3.4 /12th=8.6/ -16-	8th=5.3	7th=6.1	6th=3.1	5th=2.

CONCLUSIONS

In the evaluation process of the Career Education in the Choctaw Agency Schools, a questionnaire to elicit pertinent impressions from STUDENTS, TEACHERS, ADMINISTRATORS, and PARENTS about the total Career Education Program was utilized. These impressions and opinions became a major part of the total evaluation findings. Site visits to the five outlying elementary schools within the agency school system and the personal interviews with teachers and administrators also played an important part in the conclusions reached.

STUDENT OPINIONNAIRE

Of the total 114 sample student population that were queried about the program, 87% said they knew of a Career Education teacher and knew that he or she had visited their classrooms. About 9% said they didn't know of a Career Education teacher in the school where they were enrolled. Approximately 78% said their teachers taught something about career interest and jobs that, they, as students might have an interest. While 18% said they didn't have teachers teach them about jobs. About 77% did say they knew and understood the teacher what she or he was teaching when different occupations were discussed. About 16% said they didn't understand. Approximately 40% of the 114 students admitted talking with their parents about the kind of jobs they would like to obtain when they completed school while about the same number (40%) said they will discuss this with their parents at a later time. Twenty percent said they had not talked with their parents at all about their career interest.

About 59% said they knew the kind of job they would like to have when they finished school and 19% said they were undecided while 12% said they

didn't know what they would like to be doing when they finished school. Of the total 114 students, 66% would like to attend college after high school, while 27% were undecided.

Those desiring to attend college exceeded those desiring to attend a vocational school.

Thirty-five or 31% of the students attributed their decision to pursue a particular career to the advisement of their teacher while 23% said their parents helped them decide. A large percentage (29%) attributed to other sources as being a major factor in reaching their decision, other than the teacher, counselor, parents, relatives or friends.

The grades queried were 5th, 7th and 9th grade students, which may have some significance in the outcome of the next question. Students were asked to write down their first and second choice as to the kind of a job they would like to have after they finished school, (See Table I).

As can be seen in Table I, a great number of them selected the teaching profession as being their first choice while 11 selected the same profession as their second choice. The category receiving the highest first choice and second choice was the No Response and the category, "Don't Know" combined. A total of 90 or 79% of the total sample population were either undecided or didn't know what profession to begin to pursue or take interest.

TEACHER OPINIONNAIRE

The teacher survey showed that most of them agreed that Career Education was being taught in the classrooms and materials were made available through the Career Education Program or was available, (See Table II). Teachers agreed that the Career Education Program could increase the number of resource people that are brought to the classrooms to explain and discuss career opportunities. Majority of the teachers did feel that the Career Education Program had been moderately effective.

PARENT OPINIONNAIRE

Only three (3) parents were interviewed and all three parents were employed at the school in the academic department. These parents were aware of the Career Education Program but were not well informed as to the objectives of the program and what it is that it is suppose to be doing as a part of the total school program. They felt their children were getting some kind of insstructions in the area of career interest but were not certain as to the specificity of the information. They agreed that more needed to be done in the area of informing the students of the variety of occupations that are available in the world of work. All three parents said they wanted their children to begin to take interest in a vocation and all three again agreed they wanted their children to attend college.

Among the recommendations for next school year (1975-76), the project staff and school personnel would like the following items taken under serious consideration.

1. One of the basic recommendation would be that all suggestions and recommendations be made a part of the total school program with the involvement of teaching staff and school administrators.
2. More field trips by all grades to sites where productions and working force can be observed by students.
3. More resource type persons be brought to the classroom to discuss and demonstrate work skill.
4. More parental involvement as resource persons or as consultants to the program.
5. Tribal official's participation as resource people need be intensified.
6. Continue with the on-going evaluation by the team from University of Southern Mississippi of Hattisburg. Use their recommendations as a means for immediate improvement and changes for betterment of the program.
7. Conduct pre and post test among students of their knowledge about occupations and their aspirational levels.
8. The Career Education people establish a closer working relationship with the teaching staff and keep communications open for smoother flow of information and a more congenial cooperation.
9. A workshop need be conducted by the Career Education persons for all designated teachers to teach Career Education in their classroom. This workshop should be in the nature of an orientation to materials, supplies, availability of resource persons, transportation, services, schedules, tests, and all other facets that comprise the Career Education.
10. Inform parents of the kind of program that Career Education is offering to the students.
11. Career Education Director visit more often to outlying elementary schools to provide technical assistance to teachers and administrators and offer advise and update materials that are available.
12. A curriculum specialist who can assist in fusing or coordinating the Career Education program with that of the regular academic program is needed. An integrated concept is needed to make the Career Education an integral part of the school program.
13. Total teacher involvement in implementing the Career Education into the curriculum is pertinent.

15. A testing program to measure information gained by the student about the variety of occupations should be instituted and used to maximize the program. Testing should only be used to help program people to determine directions of the program in terms of how effective it is and how much information the students are gaining from it.

15. Additional emphasis should be placed on providing students with career exploration and first-hand experience.

Methods used to implement career exploration programs in the various agency school should be refined.

16. Career Education coordinators need to make use of occupational orientation personnel to assist in project implementation.

17. A central office for the director and his staff located at Central High School.

It was found that a minor clarification of supervisory lines was needed in administering the Career Education Program. There were occasions or certain days when the Career Education teacher was not certain whether she was functioning under the supervision of the Academic Department Head, the school Superintendent, or the Project Coordinator. The problem did not appear to be a serious one but on occasions, some communications snarls had been experienced. It was also found that few teachers were very reluctant to accept, in part or whole, the Career Education Program. Teachers were already involved with some kind of a Title program directed at the students. The Title Programs combined with the CE Program appears to be placing high demands on the teachers and the students. Most persons interviewed felt these problems could be straightened out if combined efforts are exerted before school begins in the fall of 1975. Majority of the teachers, project persons, administrators and parents all felt the program had not reached the parents and there was a definite to involve more parents. Few of the administrators felt that much thought should be given to how to motivate the local people to take more interest in programs such as the Career Education Program, but in general, the total education program at Choctaw Central High School and the outlying elementary schools.

The total budget for the Career Education Program, reportedly, was sufficient and provided most of necessary materials.

Kuder Interest Tests

It was reported that Kuder Interest Tests were administered to the seventh, eighth, and ninth grades. Apparently there was very little reliability placed on the outcomes of these tests because, as reported, majority of the Choctaw Indian students have not been exposed to the wide variety of occupations, of which, if they possessed knowledgeable background, would show some reliable indication on the tests. However, it was reported that majority of the students showed inclination toward service type occupations on the Kuder Tests.

SCHOOL SAFETY EVALUATION
CHOCTAW AGENCY

In evaluating the school safety education programs of the Choctaw Reservation schools, it was found the safety programs are designed to fulfill a threefold purpose: (1) to stimulate administrators to take action in developing adequate safety program; (2) to motivate teachers to provide safety instruction; and (3) to stimulate the interest of each child to become aware of the potential hazards and influence him to make proper adjustment to his environment in order to avoid or prevent accidents.

The education program administration of the Choctaw Agency has provided a driver education program at the Choctaw Central High School equipped with ten simulators for students grades 9-12. There is a driver education instructor for students who are taking the course. They also have a car furnished by Talbert Chevrolet Company of Philadelphia which makes it possible to have behind-the-wheel training. High School students who finish this course are able to get their driver's license and become eligible for a 15% off on insurance.

Recommendation: The IERC about a year ago provided all the teachers on the reservation with a Safety Education Curriculum which was recommended to be helpful to teachers in teaching safety education.

Also the IERC Safety Specialist recommended two filmstrips, "School Bus Safety" and "Bicycle Safety". The Agency provided these films and were distributed to the various schools on the reservation. From all indication, these filmstrips have been helpful in teaching safety on the above subjects to the students, parents, bus drivers, and cooks.

Recommendations

The members of this evaluation team recommend that each school: (1) produce a handbook tailored to their own needs, (2) develop an accident reporting form, and (3) that each school post the school safety code on their bulletin board. Samples of the reports are appended.

APPENDIX A

TESTS FOR KNOWLEDGE OF OCCUPATIONS
SEVENTH AND EIGHTH GRADE BOYS AND GIRLS

Directions: Place the letter representing a particular job in the space beside the worker who performs that job. (7th and 8th grade boys)

- | | |
|-------------------------------------|--|
| _____ 1. Accountant | A. Handles checks, deposits, withdrawals |
| _____ 2. Radio-TV Announcer | B. Builds houses |
| _____ 3. Parking Attendant | C. Helps people with personal problems |
| _____ 4. Service Station Attendant | D. Rings up food prices on cash register |
| _____ 5. Bakery Worker | E. Coaches team sports |
| _____ 6. Bank Clerk | F. Helps people with farming problems |
| _____ 7. Beautician | G. Cleans and polishes teeth |
| _____ 8. Carpenter | H. Designs clothes |
| _____ 9. Social Worker | I. Fills gas and oil tanks in cars |
| _____ 10. Food Store Checker | J. Designs products for factories |
| _____ 11. Chiropractor | K. Repairs engines of big trucks |
| _____ 12. Athletic Coach | L. Treats people who are sick |
| _____ 13. Composer | M. Drives commercial or government buses |
| _____ 14. Insurance Agent | N. Works with financial records |
| _____ 15. County Agricultural Agent | O. Fills prescriptions |
| _____ 16. Dental Hygienist | P. Installs electrical wiring |
| _____ 17. Fashion Designer | Q. Instructs students |
| _____ 18. Industrial Designer | R. Plans building of roads |
| _____ 19. Diesel Mechanic | S. Checks manufactured goods |
| _____ 20. Physician | T. Writes music |
| _____ 21. Bus Driver | U. Reads commercials, reports the news |
| _____ 22. Pharmacist | V. Styles customer's hair |
| _____ 23. Electrician | W. Sells insurance policies |
| _____ 24. Teacher | X. Makes bread, cakes, pastries |
| _____ 25. Civil Engineer | Y. Treats patients by massaging |
| _____ 26. Factory Inspector | Z. Parks customer's cars |

Directions: Place the letter representing a particular job in the space beside the worker who performs that job. (7th and 8th grade girls)

- | | |
|--------------------------------|---|
| _____ 1. Farmer | A. Files records |
| _____ 2. F.B.I. Agent | B. Studies records of the past |
| _____ 3. File Clerk | C. Carries suitcases, takes guests to rooms |
| _____ 4. Florist | D. Takes care of patients |
| _____ 5. Forester | E. Cuts tunnels, drills, loads minerals |
| _____ 6. Guard or Watchman | F. Studies the atmosphere |
| _____ 7. Historian | G. Makes medical appointments, keeps records |
| _____ 8. Home Economist | H. Prepares and sells meat |
| _____ 9. Hotel Bellhop | I. Directs hotel operations |
| _____ 10. Telephone Installer | J. Chooses stories for magazines |
| _____ 11. Telephone Operator | K. Uses machines to shape metal |
| _____ 12. Physical Therapist | L. Classifies, catalogs, and charges out books |
| _____ 13. Jeweler | M. Gives legal advice |
| _____ 14. Key punch Operator | N. Runs lab tests at doctor's request |
| _____ 15. Laboratory Assistant | O. Punches cards for computers |
| _____ 16. Lawyer | P. Puts in telephone equipment |
| _____ 17. Librarian | Q. Assist in placing long distance calls |
| _____ 18. Machinist | R. Assists patients regain the use of their muscles |
| _____ 19. Magazine Editor | S. Patrols grounds and buildings |
| _____ 20. Hotel Manager | T. Raises crops |
| _____ 21. Meatcutter | U. Poses for pictures |
| _____ 22. Medical Secretary | V. Arranges, sells flowers |
| _____ 23. Meteorologist | W. Gives information about taking care of a home |
| _____ 24. Miner | X. Safeguards our forests |
| _____ 25. Model | Y. Sells and repairs jewelry |
| _____ 26. Nurse | Z. Investigates federal crimes |

APPENDIX B

EVALUATION DESIGN

EVALUATION DESIGN
OF
CAREER EDUCATION PROGRAM
CHOCTAW AGENCY SCHOOL SYSTEM
PHILADELPHIA, MISSISSIPPI

MAY 1975

BY
EVALUATION, RESEARCH AND DEVELOPMENT
INDIAN EDUCATION RESOURCES CENTER
ALBUQUERQUE, NEW MEXICO
P. O. BOX 1788

-26-

SCHEDULE

MAY 6, 1975 - TUESDAY

9:00 - 12:00 NOON

LOWRY

INTERVIEW PRINCIPAL AND 2 TEACHERS AT: RED WATER
AND STANDING PINE

9:00 - 12:00 NOON

LEITKA

INTERVIEW PRINCIPAL AND 2 TEACHERS AT TUCKER
INTERVIEW PRINCIPAL AND 4 TEACHERS AT CHOCTAW
CENTRAL

1:00 PM - 2:00 PM

LOWRY & LEITKA

INTERVIEW MR. CRAWFORD, CAREER EDUCATION
COORDINATOR

2:00 PM - 3:00 PM

INTERVIEW MS. AUSTIN, CAREER EDUCATION INSTRUCTOR

MAY 7, 1975 - WEDNESDAY

8:00 AM - 4:00 PM

LOWRY

INTERVIEW PRINCIPAL AND 2 TEACHERS AT BOGUE
CHITTO AND CONEHATTA

8:00 AM - 4:00 PM

LEITKA

ADMINISTER EVALUATION QUESTIONNAIRE TO 5TH, 7TH,
AND 9TH GRADE CLASSES.
CHOCTAW CENTRAL JUNIOR HIGH SCHOOL

MAY 8, 1975 - THURSDAY

8:00 AM - 4:00 PM

LOWRY & LEITKA

VISIT AND INTERVIEW PARENTS AND SCHOOL BOARD
MEMBERS

MAY 9, 1975 - FRIDAY

9:00 AM - 9:45 AM

LOWRY & LEITKA

SESSION WITH: MS. AUSTIN
MR. BACON
MR. CRAWFORD
MR. ENOCHS
MR. GIBSON

INTRODUCTION

The evaluation of the Career Education Program in the Choctaw Agency School System will include the following areas of concern. It was felt, in the designing of the plan, that every important component of the total program must be taken into consideration in order to present to the decision makers reliable and valid data for program improvement.

A. Program Origins (Overview)

The program background. How did it originate and for what purposes did it start. What are its goals and objectives?

B. Program Goals and Objectives

How are these goals interpreted by the staff and what are the program's priorities?

C. Participants

Who and what are the numbers of participants (staff, students, parents, etc.). What are the responsibilities and duties of each participant? The number of students and grade levels must be identified.

D. Major Activities

How are the program goals and objectives being met?

E. Amount and Source of Funds

Incoming funds and major types of expenditures.

F. Personnel

- (1) Do the staff meet minimum requirements of the State Department?
- (2) Administrative Staff

(3) Student Service Personnel

(4) Instructional Personnel

G. Review and Planning

Were project planning sessions held between staff, administrators and teachers?

H. In-Service Training

Was any in-service training provided to the teaching staff about materials or curriculum activities related to Career Education?

OBJECTIVES OF PROGRAM

Specific objectives by which the program will be evaluated were extracted from the project proposal:

1. To develop and implement a Career-centered program as an integral part of the K-9 curriculum in the Choctaw School System.
2. To provide grades K-9 with an awareness program for careers through the curriculum;
3. To develop career curriculum guides for grades K-9;
4. To arrange for students to make trips into the community in order to learn from actual life situations involving persons in various occupational roles;
5. To utilize all available community resource persons to share their talents, interests, and expertise with students and teachers;

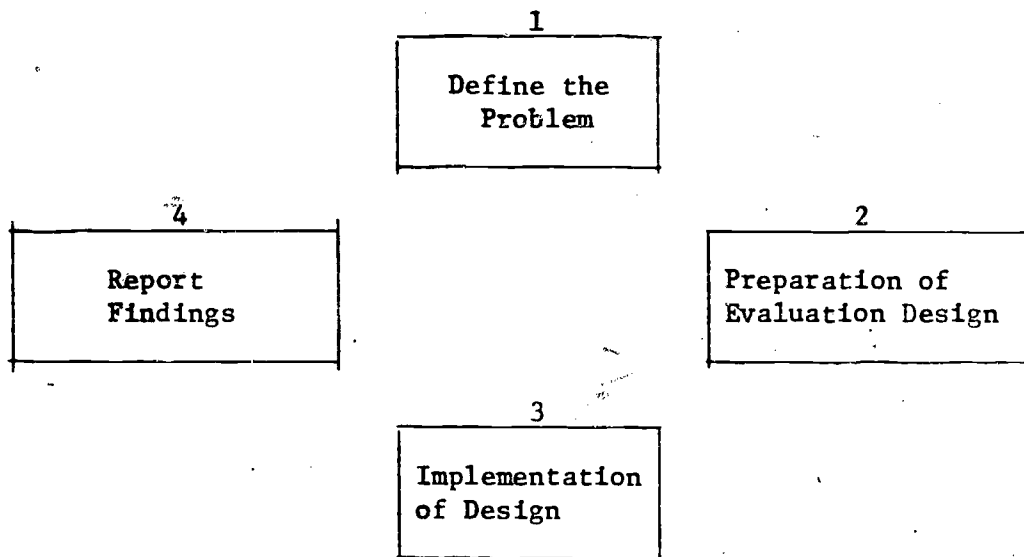
6. To provide grades K-9 with an exposure to career learning experiences which emphasizes exploration of self in relation to careers;
7. To involve Indian parents in all aspects of the program;
8. To provide appropriate career awareness and guidance experiences for students K-9.
9. To provide career-centered in-service training for the entire school's personnel;
10. To continually evaluate and redirect, if necessary, the career-centered program.
11. To expand Home Economics with the addition of a child care unit.
12. To utilize parents as resource persons to expand the concept of the world of work.

THE EVALUATION PLAN

This evaluation activity is primarily designed to assist the Choctaw School officials to identify programmatic needs for changes or improvements, and to provide information to parents, teachers and, tribal officials.

In general, there are four phases in evaluating the Career Education Program in the Choctaw School System. They are: (1) specifying what is to be evaluated; (2) designing the evaluation plan; (3) implementing the plan; and (4) reporting the findings.

General Plan



Within each of the four broad phases above, there are several steps which will be completed in sequential order. More specifically, the steps which make up the problem definition and design phases define, and therefore, must precede the other phases. The initial phases are made clear what is to be evaluated, why it is to be evaluated, how it

is to be evaluated, and how the findings will be reported. Because they are so crucial to the overall process, they are the main focus of this design.

To provide an overview of the entire process of evaluating career education in the context of school system, Figure 1 specifies 12 steps or tasks which will be completed. The first two of these steps may be considered as the pre-design or problem definition phase (See Figure 1). Steps 3 through 10 are those necessary to complete the evaluation design as they specify a procedure to solve the evaluation problem. Steps 11 and 12 relate to implementation of the design and involves reporting the findings on which program modifications may be based.

The first step: Prepare an overview of the program. This defines in general terms what facet of the school system is and is not to be evaluated. This was completed by school staff as the basis for negotiation with the evaluators or as the basis for determining what external assistance, if any, was needed.

The second step: Complete a series of tasks leading to completing an Outcome Question/Treatment Group. In completing these tasks the expected relationship between the student outcome objectives of career education, the activities or treatments which will lead to these outcomes, and the students who receive these treatments in the project are identified.

The third step: Formulate the evaluation questions. There are three possible types of questions: those pertaining to student outcome objectives, other program objectives, and program management. For example, the student outcome type questions might seek descriptions of the extent to which the outcome was attained, descriptions of the extent and quality of treatments, and an assessment of the relationship between treatment and outcome.

The fourth step specifies the evaluation design.

The fifth step: Specify the data sources to be used to answer the evaluation questions. Some possible sources of data are: those affected by the career education efforts, those who cause the effects, and observers of the effects.

The sixth step: Shows the selection or development of data collection instruments. For several outcome questions and most process or treatment question, instrumentation were developed specifically for the evaluation effort.

The seventh step: Depicts sampling plan preparation. The details of the plan depend on decisions made in preceding steps and administrative considerations.

The eighth step: A data collection plan. Here the tasks, personnel, and target dates for implementing the design are specified.

The ninth step: A plan to finalize the design and prepare a reporting plan. All decisions made to this point will be reviewed in terms of technical feasibility, cost, and the needs of users of the evaluation findings. Once this is done and modifications made, as necessary, a plan for reporting the findings to the various users, along with target dates, will be prepared.

The tenth step: Implement the data collection plan.

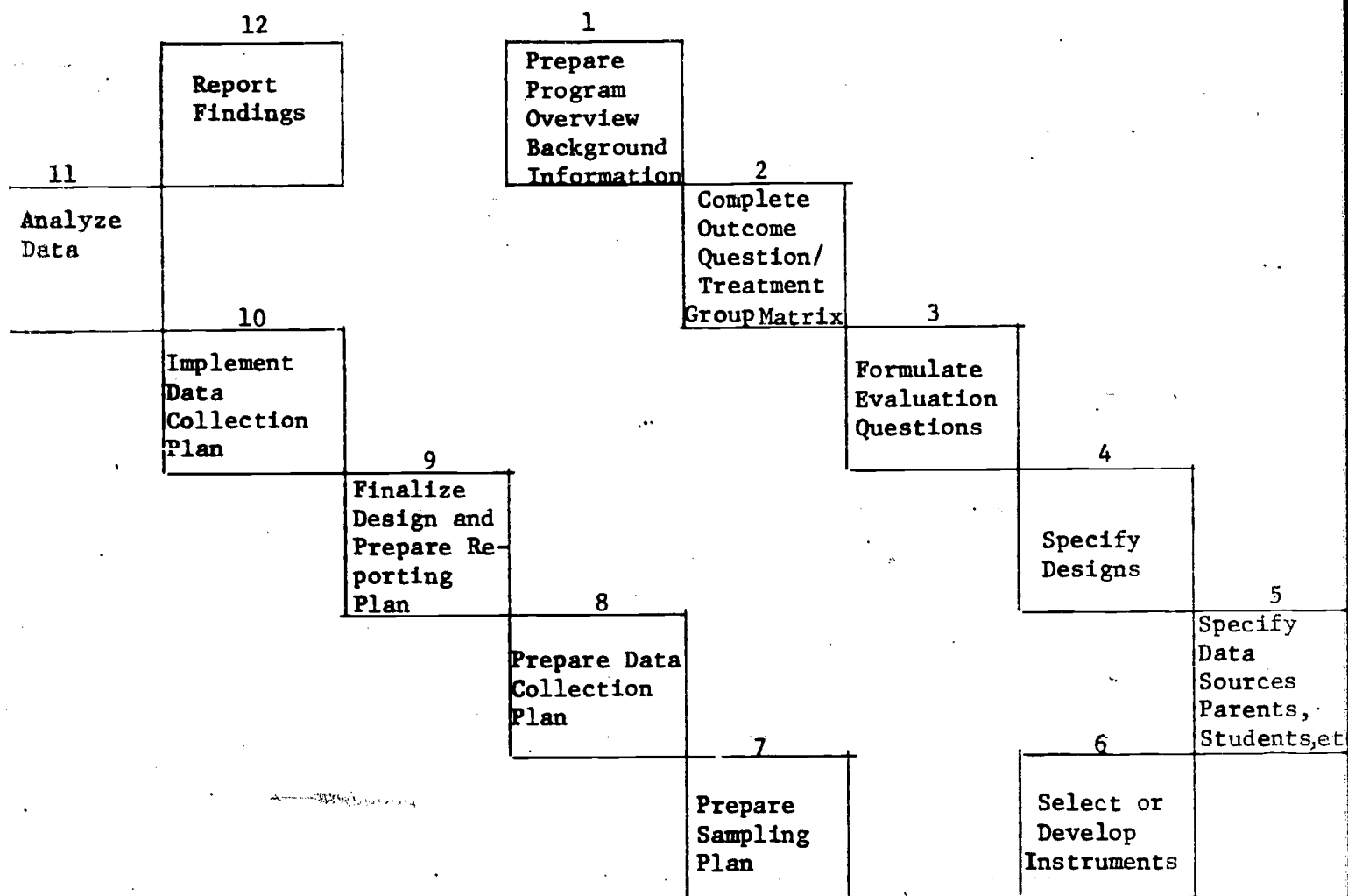
The eleventh step: Analyze the data collected. The first task is processing and tabulating the data. Then suitable analytical techniques are selected and analysis is performed.

Phase Four - Report Findings

The twelfth step: Report the findings and make recommendations. The report will be prepared in sections on the assumption that not everyone will have need for all sections of the report. The report should provide basic data indicating the context in which the career education effort was carried out.

It should be noted that the emphasis throughout this evaluation will be on obtaining student outcome and related treatment data and management processes will receive equal emphasis.

Evaluation Process



*Figure 1

*Handbook for the Evaluation of Career Education Programs.
 Bureau of Occupational and Adult Education
 Department of HEW, Washington, D. C., 1974

Instrumentation

The instrumentation designed to elicit pertinent information about Career Education from parents, teachers, students, and administrators have been developed in accordance with Career Education funding criteria and guidelines as published in the Federal Register, Volume 40, Number 51, March 14, 1975. A good part of the design and approach to the total activity was directly associated with the model proposed in, Handbook for the Evaluation of Career Education Programs, published by the Bureau of Occupational and Adult Education, Office of Education, Washington, D. C., 1974.

DUTIES OF THE CAREER EDUCATION PROGRAM COORDINATOR

1. Informs the staff of the details of the background, concepts, and objectives of the Career Education Program.
2. Assists the staff in improving the educational experiences of the students by inspiring them to acquire the knowledge and basic skills needed for present performance and any future career.
3. Conducts career education in-service training for each staff participant.
4. Cooperates with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.
5. Develops a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.
6. Provides a prolific source of multi-level, multi-media career materials through a well-organized resource center.
7. Surveys local career resources and arrange for utilization of these.
8. Acts as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.
9. Works closely with the guidance counselor in administering tests for the purpose of self-analysis.
10. Keeps written records of career-related instructional procedures being used in the classroom.
11. Communicates to the project director and principals how the concepts and objectives of the career-centered curriculum are being carried out.

APPENDIX C.

QUESTIONNAIRES

EVALUATION
CAREER EDUCATION PROGRAMS
CHOCTAW AGENCY

STUDENT OPINIONNAIRE

1. Do you have a career education teacher that visits your school?

_____ Yes

_____ No

_____ Don't Know

2. Do your teachers teach you about jobs that you might be interested in after you finish school?

_____ Yes

_____ No

_____ Don't Know

3. Do you understand what your teacher means when she or he talks to you about career job?

_____ Yes

_____ No

_____ No one at school has talked to me about jobs.

4. Have you talked to your parents about the kind of job you would like to do when you finish school?

_____ Yes

_____ No

_____ I will later

5. Do you know the kind of job you would like to have after you finish school?

_____ Yes

_____ No

_____ Undecided

6. What kind of a job would you like to have after you finish school?

First Choice: _____

Second Choice: _____

7. Who helped you decide what kind of a job you would like to have?

_____ Teacher

_____ Counselor

_____ Parents

_____ A relative

_____ A friend

_____ Other: _____

8. Do you plan to attend college after you finish high school?

_____ Yes

_____ No

_____ Undecided

9. Do you plan to go to vocational school after you finish high school?

_____ Yes

_____ No

_____ Undecided

10. What kind of a career do you plan to train for?

First Choice: _____

Second Choice: _____

EVALUATION
CAREER EDUCATION PROGRAMS
CHOCTAW AGENCY

TEACHER OPINIONNAIRE

1. Do you teach Career Education to your students?

_____ Yes

_____ No

2. Do you take your class on field trips relating to Career Education, vocational interest or job interest experience?

_____ Yes

_____ No

3. Has the Career Education Program assisted in bringing information or resource persons to your class?

_____ Yes

_____ No

4. How often does the Career Education Program assist in bringing resource people for the purpose of explaining, discussing, or demonstrate a vocational trade?

_____ Frequent

_____ Occasionally

_____ Sometimes

_____ Never

5. Where do you get your material to teach about Career Education?

List 2 sources: _____

6. In your opinion, has the Career Education Program been effective in the Choctaw School system?

_____ Yes

_____ No

_____ Don't Know

EVALUATION
CAREER EDUCATION PROGRAM
CHOCTAW AGENCY

Parent Opinionnaire

1. Have your children/child discussed with you any vocational interest?
☐ Yes
☐ No
2. Is your child being taught or informed about vocation or career education at the school?
☐ Yes
☐ No
☐ Don't Know
3. Do you know if the school is teaching your child about career education?
☐ Yes
☐ No
☐ Don't Know
4. Has your child taken any field trips that has been career educational oriented sponsored by the school?
☐ Yes
☐ No
☐ Don't Know
5. Do you know about the Career Educational Program at the school where your child attends?
☐ Yes
☐ No

6. Have you had a conference with the school's Career Education teacher about your child's vocational interest?

_____ Yes

_____ No

7. Has your child expressed any vocational interest?

_____ Yes

_____ No

8. Do you want your child to begin taking interest in a vocational career?

_____ Yes

_____ No

_____ Undecided

9. After completing high school, I want my child/children to:

_____ Go to college

_____ Go to a technical school

_____ Go to a vocational school

_____ Go for further training someplace

_____ Let the child/children make up their own mind.

_____ I don't know

_____ Other: _____

10. What vocational career would you like your child to pursue?

First Choice: _____

Second Choice: _____

EVALUATION
CAREER EDUCATION PROGRAMS
CHOCTAW AGENCY

ADMINISTRATION OPINIONNAIRE

1. Has the career education program personnel communicated to the teachers the career education philosophy and the program activities?

_____ Yes

_____ No

_____ Don't Know

2. Has there been demonstrated an effective means of training and retraining of persons for conducting career education?

_____ Yes

_____ No

_____ Don't Know

3. Is there available an operational plan describing, in detail, exactly how the specific purpose addressed in the application and explaining the exemplary nature of the proposed procedures?

_____ Yes

_____ No

_____ Don't Know

4. Is there a plan by which information about career education is disseminated to the community people?

_____ Yes

_____ No

_____ Don't Know

5. The objectives of the project are sharply defined, clearly stated and obtainable by the students.

_____ Yes

_____ No

_____ Don't Know

6. The career education personnel with committed major responsibilities for the proposed activities have the necessary qualifications and experience to assure successful completion of the program.

_____ Agree

_____ Disagree

_____ Undecided

7. The size, scope, and duration of the project and the estimated cost is reasonable in relation to the expected outcomes of the students.

_____ Yes

_____ No

_____ Don't Know

OPINIONNAIRE

CAREER AWARENESS

At this level, the general objective was to provide an instructional system designed to present occupational information to children in grades K-9. The information needed here will be elicited from the following sample population:

- (a) Parents
 - (b) Teachers
 - (c) Program Administators
-

1. Our Career Education Program provided students with occupational information to make them aware of the meaning of work and its importance to them and society;

_____ Agree
_____ Disagree
_____ Undecided

2. Our Career Education Program provided experiences in which the world of work was presented in a manner that was realistic and appropriate to the student's state of development;

_____ Agree
_____ Disagree
_____ Undecided

3. Our Career Education Program informed the students about the multitude of occupational opportunities available to them;

_____ Agree
_____ Disagree
_____ Undecided

4. Our Career Education Program has presented to the students a realistic view of the world of work and encouraged them to consider their own abilities and limitations;

_____ Agree
_____ Disagree
_____ Undecided

5. Our Career Education Program has provided to the students the basic information about major occupational fields;

_____ Agree
_____ Disagree
_____ Undecided

6. Our Career Education Program made it possible for the children to visit local businesses and industries to get a first-hand view of the "world of work";

_____ Agree
_____ Disagree
_____ Undecided

7. Our Career Education Program made it possible for community resource persons to make informal visits to classrooms for sharing details of their jobs with students.

_____ Agree
_____ Disagree
_____ Undecided

APPENDIX D

CORRESPONDENCE



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

CHOCTAW AGENCY

PHILADELPHIA, MISSISSIPPI 39350

IN REPLY REFER TO:

Education

February 28, 1975

Memorandum

To: Dr. Thomas R. Hopkins, Chief
Division of Research and Evaluation
Indian Education Resources Center

From: Superintendent, Choctaw Agency

Subject: Request for Resource Personnel

The Choctaw Agency Branch of Education currently has a Career Education Program in operation in our schools. This program was funded under Title IV of the Elementary and Secondary Education Act and requires annual evaluations.

We are requesting assistance from your office with the program evaluation for this academic school year. Dr. Eugene Leitka and Mr. Carlee Lowery are two employees in your branch that have worked with us previously. Their expertise and evaluation of our Career Education Program should be helpful to us, if they are available.

The possible dates that have been suggested for the evaluation are March 19-21, which means that your personnel would have to travel on Tuesday, March 18, 1975.

In addition, Mr. Lowery's Safety Education Program is in operation in our schools and we have recently acquired two more kits for use. We would like for him to observe our implementation of these materials, as well as conducting a Safety Inservice Training for our paraprofessional employees.

There are sufficient funds in our Title IV budget to pay the expenditures for both Mr. Lowery and Dr. Leitka. As stated earlier, an evaluation is required as part of the program, and we are requesting your office to assist us in this matter.

BUREAU OF INDIAN AFFAIRS
RECEIVED

MAR 04 1975

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DIVISION OF EVALUATION,
RESEARCH AND DEVELOPMENT

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Any consideration and immediate assistance regarding this request is greatly appreciated.

DD Owens

ACTING Superintendent

UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Division of Evaluation, Research
and Development

DATE: March 13, 1975

FROM : Education Specialist, Research

SUBJECT: Evaluation Request, Choctaw Agency

A letter was received dated February 28, 1975 from the Choctaw Agency Branch of Education requesting assistance from our office, specifically naming me and Mr. Lowry, to evaluate their Career Education Program. The letter suggests March 19-21 as possible dates for this activity. In view of the recent assignments I have received, the March 19-21 would be out of the question for any commitments on my part. Perhaps 30 or 40 days later than the days mentioned would be more reasonable.

I have reviewed their Career Education proposal and believe that an adequate evaluation could be conducted in a matter of 4-5 days on site. Of course, a better perspective would emerge as designs and strategies are developed on the project.

I would hesitate in rejecting the request because I think we can do the job. It necessarily would not have to be me or Mr. Lowry, but someone from our Division could adequately perform the activity. I certainly would be glad to assist in the designing or with the total project in some capacity.

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5010-118

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

APPENDIX E

ACCIDENT REPORT FORM

ACCIDENT REPORTING FORM

Accurate information in reporting accidents is mandatory. Accurate accident reports reveal where we have been - where we are - and in what areas we should be moving. It is a systematic approach in reducing the number of accidents and injuries through effective and realistic curriculum planning. The use of an accident reporting system established as a part of a well-rounded safety program can effectively help obtain this goal. Accident reporting is the key factor of all safety programming. Prompt action on information received on each incident is needed to prevent recurrences.

STUDENT ACCIDENT REPORT

No.

Bureau of Indian Affairs

School (Bdg., Day or Mission)

Date

Agency

State

Name Sex Age Grade Tribe

WHERE ACCIDENT OCCURRED

(Check One)

Within School Building	On School Grounds	Outside School Grounds
2. Class rooms and auditorium <input type="checkbox"/>	13. Apparatus-swings <input type="checkbox"/>	<i>Going to and from School</i>
3. Laboratories <input type="checkbox"/>	14. " -slides <input type="checkbox"/>	28. Motor vehicle accidents <input type="checkbox"/>
4. Vocational shops <input type="checkbox"/>	15. " -teeters <input type="checkbox"/>	a. bus <input type="checkbox"/>
5. Domestic science department <input type="checkbox"/>	16. " -bars <input type="checkbox"/>	b. other cars <input type="checkbox"/>
6. Gymnasium <input type="checkbox"/>	17. " -others <input type="checkbox"/>	29. Other <input type="checkbox"/>
7. Swimming pool and showers <input type="checkbox"/>	18. Athletics -baseball <input type="checkbox"/>	<i>Home Accidents</i>
8. Dressing rooms and lockers <input type="checkbox"/>	19. " -football <input type="checkbox"/>	30. Falls <input type="checkbox"/>
9. Toilets and wash rooms <input type="checkbox"/>	20. " -basketball <input type="checkbox"/>	31. Burns, scalds, explosions <input type="checkbox"/>
10. Corridors <input type="checkbox"/>	21. " -soccer <input type="checkbox"/>	32. Cuts and scratches <input type="checkbox"/>
11. Stairs and stairways <input type="checkbox"/>	22. " -track event <input type="checkbox"/>	33. Other home accidents <input type="checkbox"/>
12. Other building accidents <input type="checkbox"/>	23. Other organized game <input type="checkbox"/>	<i>Other Accidents</i>
	<i>Unorganized Activities</i>	34. Motor vehicle accidents <input type="checkbox"/>
	24. Running <input type="checkbox"/>	35. Other street and sidewalk <input type="checkbox"/>
	25. Scuffling <input type="checkbox"/>	36. Playgrounds (not school) <input type="checkbox"/>
	26. Other falls <input type="checkbox"/>	37. Other places <input type="checkbox"/>
	27. Other <input type="checkbox"/>	

Cause of Injury

(Check One)

Type of Injury

(State Location)

1. Alcohol <input type="checkbox"/>	12. Fire Arms <input type="checkbox"/>	23. Plant Poisoning <input type="checkbox"/>	1. Amputation of <input type="checkbox"/>
2. Animals <input type="checkbox"/>	13. Food <input type="checkbox"/>	24. Playing <input type="checkbox"/>	2. Bruises, cuts <input type="checkbox"/>
3. Athletics <input type="checkbox"/>	14. Foreign Body <input type="checkbox"/>	25. Shoes <input type="checkbox"/>	3. Burns and Scalds <input type="checkbox"/>
4. Bites <input type="checkbox"/>	15. (Gasoline and <input type="checkbox"/>	26. Stepped on Object <input type="checkbox"/>	4. Dislocation Sprains <input type="checkbox"/>
5. Chemical <input type="checkbox"/>	16. (Kerosene <input type="checkbox"/>	27. Striking against Object <input type="checkbox"/>	5. Fractures of <input type="checkbox"/>
6. Exhaustion <input type="checkbox"/>	17. Hand Tools <input type="checkbox"/>	28. Struck by Object <input type="checkbox"/>	6. Freezing, Frostbite <input type="checkbox"/>
7. Explosion <input type="checkbox"/>	18. Handling Object <input type="checkbox"/>	29. Struck by Person <input type="checkbox"/>	7. Hernia <input type="checkbox"/>
8. Exposure <input type="checkbox"/>	19. Hot Liquids <input type="checkbox"/>	30. Vehicles <input type="checkbox"/>	8. Infections of <input type="checkbox"/>
9. Falling Object <input type="checkbox"/>	20. Lifting <input type="checkbox"/>	31. Unknown <input type="checkbox"/>	9. Poisoning <input type="checkbox"/>
10. Falls <input type="checkbox"/>	21. Machinery <input type="checkbox"/>	32. Miscellaneous <input type="checkbox"/>	10. Other injuries <input type="checkbox"/>
11. Fire <input type="checkbox"/>	22. Neglected Injury <input type="checkbox"/>		

Was Doctor Called? ☐

Day accident occurred 19

Was a Nurse Called? ☐

Day returned to school

Taken to Hospital? ☐

No. of days absent

Temporary Injury? ☐

Permanent Disability? Fatal?

Cared for in Dormitory? ☐

Describe accident

Principal or Superintendent Signature of Teacher

APPENDIX F

SCHOOL BUS SAFETY

THE SCHOOL BUS SAFETY CODE

To do my part to eliminate accidents to myself and others, I will conscientiously observe and will encourage others to observe the following common sense traffic safety rules for school buses and private cars.

1. Make my school bus ride safe.
 2. Wait patiently for the school bus.
 3. Be at the bus stop on time.
 4. Stand a safe distance back from the curb or highway.
 5. When the bus is approaching - - immediately get in line with the other children.
 6. Always use the steps and hand railing.
 7. Always avoid crowding or pushing.
 8. Always be courteous and wait my turn.
 9. Always take my seat quietly and quickly.
 10. Never walk or stand in the aisles while the bus is in motion.
 11. Always keep my arms and head inside the bus.
 12. Avoid throwing anything on the bus.
 13. Avoid unnecessary or loud talk.
 14. Always keep the aisle clear of objects, such as lunch pails, books, etc.
 15. Always wait until the bus has come to a complete stop before getting up from my seat.
 16. Always face the front when getting off the bus.
 17. Always use the steps - - never jump when getting off the bus.
 18. Always be courteous and never push or crowd.
 19. Always cross the street in front of the bus if necessary to cross the streets.
 20. Wait until the bus has stopped to get on.
- - - - -

THE PRIVATE CAR SAFETY CODE

1. Make sure that the doors are closed and fastened.
2. Keep my hands off the door handles while the car is in motion.
3. Never carry packages or sit so that the view of the driver will be obstructed.
4. Sit quietly in the car so that the driver will be able to see clearly on all sides.
5. Keep my arms and head inside the car to avoid possible injury.
6. Always ride inside the car, never on the hood, running board or fenders.
7. Wait until the car stops before getting in or out.
8. Make certain that the way is clear before crossing the street when leaving the car.
9. Always get in or out of the car on the curb side of the street.
10. Never ask or accept rides from strangers.
11. Never attempt to close the door while the car is in motion, but tell the driver so that he may stop and close it.

APPENDIX G

WHY A SCHOOL SHOULD HAVE
A SAFETY HANDBOOK



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:

EP&D-Safety

I. WHY A SCHOOL SHOULD HAVE A SAFETY HANDBOOK

Every school system probably needs a safety handbook tailored to its own needs. This holds true because each school system differs from others for reasons of geographical locations, size, environment, curriculum and administrative philosophy.

If you ask "Why do we need a Handbook?", the answer is, it provides guidance for everyone involved with a school system as to its policies, local ordinances and state laws. A handbook also serves as a guide for those staff personnel who are responsible for creating and fostering attitudes of safety to the end that school accidents or incidents will be reduced or prevented.

The information presented here on a handbook is not meant to be complete or final, but to serve as suggestions to get your school started. In essence these suggestions will outline or list school policies, pinpoint areas where school hazards exist, and, in addition, provide a basis for conducting a safety program in your school. An employee handbook can be a separate publication or be a part of the school's regular handbook.

As stated earlier, because of the many individual differences in school systems, it is impossible to describe a ready-made publication which is suitable for precisely every school safety program. Therefore, it is suggested that each school administrator pursue these handbook suggestions and formulate a safety program suited to their own particular needs.

II. WHO SHOULD USE THE HANDBOOK?

Once your handbook information is assembled and completed, it should become part of the school's administrative guide. This type of action will make it a stronger document. Next, a copy of the handbook should be given to all administrative and supervisory personnel, department heads, and to the library. A condensed form of the handbook should be given to every teacher.

The principal or person who has been designated with responsibilities as the safety administrator (he may be called director, supervisor, or coordinator) should orient the school system as to how the handbook is to be used and where copies are available. If the school's safety program is to be worthwhile the people in charge must continually promote the value of the handbook to everyone involved within the school district.

III. HOW A HANDBOOK CAN BE DEVELOPED

- A. You may want to begin with a distribution of monthly safety bulletins. A collection of these loose papers can be used as a basis for your handbook.
- B. You may want to get a committee to develop the handbook and then present the finished product to your superintendent and school board for approval.
- C. Another method is to get approval from the superintendent first, and then organize a school-wide committee which would be responsible for the development of a safety handbook.
- D. One school principal had the school system's insurance agent talk to the board of education relative to authorizing the development of a safety handbook. That worked and it has for others.

These are but a few ways to get started; you may find others. One important advantage in having a safety handbook is the strengthening affect it will give on your entire safety program.

IV. SUGGESTED SCHOOL SAFETY HANDBOOK OUTLINE

SAFETY EDUCATION HANDBOOK

Table of Contents

- A. Forward
- B. Acknowledgement
- C. General Safety
 - 1. Board rules - safety, teacher liability, etc.
 - 2. Responsibility of principal
 - 3. Christmas decorations
 - 4. Early dismissal requests
 - 5. Visitors in buildings
 - 6. Closing of school due to weather conditions
 - 7. Street vendors - city ordinance
 - 8. Crossing protection for children enroute to and from school
 - 9. Student accident report
 - 10. Procedures to follow in case of dog bites
 - 11. Traffic control devices for school crossing protection enroute to and from school
 - 12. School safety patrols
 - 13. Smoking
 - 14. Student accident insurance
 - 15. General procedures to follow in emergency case for injured school children.

- IV. C. 16. Eye protection act
- 17. National school safety honor roll program
- 18. Lunch time safety
- 19. Molestation of children
- 20. Emergency preparedness
- 21. Retention drill
- 22. Excursions or field trips
- D. School Bus Safety
 - 1. School bus evacuation drills
 - 2. Accidents in which school buses are involved
- E. Fire
 - 1. Fire drill
 - 2. Fire drill regulations
 - a. Purpose
 - b. Organization
 - c. Sounding the alarm
 - d. Pupil accounting
 - e. Building factors involved
 - f. Pupil's control and participation
 - g. Evening school
 - h. Junior fire patrol program
- F. Police
- G. Bomb threat
- H. Summer drivers education program
- I. Kindergarten safety
 - 1. Kindergarten equipment
 - 2. Safety on trips
- J. Safety with audio visual aids
- K. Safety in various areas
 - 1. Science laboratories
 - a. Chemistry
 - b. Biology
 - c. Physics
 - 2. School shop
 - 3. Music
 - 4. Home Economics
- L. Physical Education
 - 1. Climbing pole safety
 - 2. Horizontal ladder of bar policies
 - 3. Stunt policies
 - 4. Balance beams policies
- M. Calendar of Monthly Safety Activities
- N. Civil Disturbances
 - 1. Evacuation procedures
- O. Civil Defense
 - 1. The administration
 - 2. Evacuation

- IV. O. 3. Shelter
- 4. the principal
- 5. the teacher
- 6. school nurse
- 7. Custodian
- 8. Civil defense procedure chart
- 9. First aid emergency kit
- 10. Building areas

P. Bicycle Safety

- 1. Bicycle lanes
- 2. Acceptance of bicycle lanes
- 3. Bicycling made safer

This suggested outline for a safety handbook is intended to get you started and is not meant to be the answer to your school system's problems; only to get you to formulate a safety handbook suited to your own particular needs in your school.